

**THE CORRELATION BETWEEN GRAMMAR MASTERY AND SPEAKING ABILITY
AT EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM
UM SUMBAR**

A THESIS



*Submitted in Partial Fulfillment the Requirements for the degree of Sarjana Pendidikan
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**ENGLISH EDUCATION STUDY PROGRAM
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MUHAMMADIYAH UNIVERSITY OF SUMATERA BARAT
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APPROVAL PAGE

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DECLARATION

I hereby declare that this thesis has never been submitted, either in the same or different form. As the best of my knowledge, no other form or ideas have been written or published by others except those that differ from this thesis and are mentioned in the bibliography. I declare that this my own work based on my knowledge and also does not contain plagiarism material.

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ABSTRAK

Rudi Pratama. 2023. The Correlation Between Grammar Mastery and Speaking Ability at Eighth Semester Students of English Education Study Program Um Sumbar.

Penelitian ini bertujuan untuk mengetahui korelasi antara penguasaan tata bahasa dan kemampuan berbicara serta hubungan antara dua aspek kemampuan bahasa ini dan bagaimana kontribusinya terhadap komunikasi yang efektif. Desain penelitian ini secara kuantitatif menggambarkan korelasi antara penguasaan tata bahasa mahasiswa dan kemampuan berbicara. Populasi penelitian ini adalah mahasiswa semester delapan Program Studi Pendidikan Bahasa Inggris UM SUMBAR. Jumlah sampel adalah 10 mahasiswa dan menggunakan teknik pengambilan sampel total. Terdapat dua jenis instrumen, yaitu tes tata bahasa dan tes berbicara. Tes tata bahasa digunakan untuk mengetahui penguasaan tata bahasa mahasiswa dalam memahami setiap item tes yang disediakan, sedangkan tes berbicara menggunakan aplikasi atau platform speechace untuk mengetahui bagaimana tata bahasa, pengucapan, kosakata, dan kelancaran mahasiswa dalam berbicara bahasa Inggris. Temuan penelitian menunjukkan bahwa penguasaan tata bahasa mahasiswa semester delapan UM SUMBAR dikategorikan sangat kurang. Hal ini ditunjukkan oleh nilai rata-rata penguasaan tata bahasa (46,3) dan kemampuan berbicara mahasiswa dikategorikan kurang. Hal ini ditunjukkan oleh nilai rata-rata (55). Tingkat korelasi antara penguasaan tata bahasa mahasiswa dan kemampuan berbicara berada pada tingkat korelasi 'tinggi' dengan (r_{xy} sebesar 0,95) di mana r_{xy} (0,95) > tabel r (0,707). Hipotesis alternatif (H_a) diterima sedangkan hipotesis nol (H_o) ditolak. Berdasarkan perbandingan analisis r_{xy} dan r_{table} hal ini menunjukkan bahwa terdapat korelasi positif dan signifikan antara penguasaan tata bahasa mahasiswa dan kemampuan berbicara mahasiswa pada mahasiswa semester delapan Program Studi Pendidikan Bahasa Inggris UM SUMBAR.

Kata kunci: Korelasi, Penguasaan Tata Bahasa, Kemampuan Berbicara

ABSTRACT

Rudi Pratama. 2023. The Correlation Between Grammar Mastery and Speaking Ability at Eighth Semester Students of English Education Study Program Um Sumbar

This research aims to find out correlation between grammar mastery and speaking ability and the relationship between these two aspects of language proficiency and how they contribute to effective communication. This research design quantitatively described the correlation between students' grammar mastery and speaking ability. The population of this research was the eighth semester students of English Education Study Program of UM SUMBAR. The number of samples was 10 students and it used total sampling technique. There were two kinds of instruments, namely: grammar test and speaking test. The grammar test was used to find out the students' grammar mastery in comprehending any provided item of test, while the speaking test was used speech application or platform to find out how the students' grammar, pronunciation, vocabulary, and fluency in speaking English. The research finding was found that the grammar mastery of the eighth semester students of UM SUMBAR was categorized into very poor. It was indicated by the grammar mastery mean score (46.3) and the students' speaking ability was categorized into poor. It was indicated by the mean score (55). The rate of the correlation between students' grammar mastery and speaking ability was in 'high' level correlation with (r_{xy} was 0.95) where $r_{xy} (0.95) > r_{table} (0.707)$. The alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. Based on comparison to r_{xy} analysis and r_{table} it indicated that there was a positive and significant correlation between students' grammar mastery and students' speaking ability at the eighth semester students of English Education Study Program UM SUMBAR.

Keywords: Correlation, Grammar Mastery, Speaking Ability

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In English learning, there is a correlation between grammar mastery and speaking ability. Grammar is an essential component of effective communication in English, as it provides the rules for how words are combined to form sentences. Having a good command of English grammar enables learners to construct well-formed sentences and express their ideas with clarity and accuracy. This can positively impact their speaking ability as they can structure their sentences correctly and use appropriate grammar rules to convey their intended meaning.

Generally speaking, having a good command of grammar rules can help individuals communicate more effectively and accurately in a language. It enables them to construct more complex sentences and convey their ideas with greater clarity. Additionally, a solid understanding of grammar can help individuals avoid common errors in pronunciation, word choice, and sentence structure.

However, it's worth noting that speaking ability also depends on other factors such as vocabulary knowledge, fluency, pronunciation, and confidence. Someone with a good grasp of grammar may still struggle to communicate effectively if they lack sufficient vocabulary or have difficulty speaking fluently.

In the end, though having a firm grasp of grammar is crucial for speaking ability, it is just a single aspect of the whole picture. A comprehensive language learning approach that encompasses practice in all language facets is likely to result in the most proficient communication skills.

Grammar is one aspect of learning English that should be prioritized, in terms of educational practices, in particular. Azar (1993) stated grammars permeates all language skills, including speaking, reading, writing, and listening, grammar plays a significant roles in English. Grammar teaches students how to improves their skills because it is the language's structure that directs them in understanding spoken and written language.

Understanding grammar is essential to effectively comprehending the text. It's because students learn about subjects, predicates, parts of speech, and other things when they study grammar. Furthermore, grammar gives language users control over how they express themselves and converse in social contexts. Students who speak English can communicate because they have a natural understanding of grammar and meaning-making rules. However, regardless of how well the students speak English, they must understand how to transmit their ability to use grammar correctly concepts in conversations.

A skill that has a significant impact on grammar is speakings. Verbal expression is a form of communication commonly employed in everyday interactions. Utilizing speech enables individuals to convey information, concepts, viewpoints, and emotions to others. This implies that through verbal communication, students can engage in dialogues to attain specific objectives or to articulates theirs thoughts, aspirations, intentions, and persspectives. Additionally, speaking is the predominants languages proficiency employed across variouss contexts.

Speaking, as a productives aspects of communication, encompasses complexity beyond initial impressions, extendings beyond mere words pronunciation. Understanding in speakings is classified into two primary domains: precisions and fluidity. Precision involves employing vocabulary, grammars, and pronunciation through various exercises, while fluidity

encompasses the capacity to maintain spontaneous speech. Several factors contribute to students' successful speaking competence, including accurate grammar usage, recognizing the audience's disposition, selecting fitting vocabulary, employing tactics to enhance clarity, and focusing on effective interactions.

There are many platforms that can improve speaking ability, one of which is Speechace. Speechace is a speech recognition and assessment platform that uses artificial intelligence to help learners improve their speaking skills. The platform uses a number of different theories to achieve this, including: The Theory of Cognitive Load: This theory argues that learners can only effectively process a certain amount of information at a time. Speechace uses this theory to minimize the cognitive load on learners by presenting information in a clear and concise way. The Theory of Constructivism: This theory argues that learners construct their own knowledge by interacting with the world around them. Speechace uses this theory to create an interactive learning environment that allows learners to practice their speaking skills in a variety of ways. The Theory of Social Learning: This theory argues that learners learn by observing and imitating others. Speechace uses this theory to provide learners with opportunities to watch and listen to native speakers, as well as to practice speaking with other learners. The Theory of Motivation: This theory argues that learners are more likely to learn if they are motivated. Speechace uses this theory to create a fun and engaging learning environment that motivates learners to practice their speaking skills.

Based from the analysis of eighth-semester students enrolled in the English Education Program at UM SUMBAR, four distinct student categories are identified within the classroom. These categories encompass students possessing strong grammatical proficiency alongside effective speaking abilities, students exhibiting sound grammatical knowledge but lacking fluency

in speech, students capable of fluent speech despite limited grammar skills, and students struggling with both grammar competence and speech fluency.

Taking into consideration the previously stated information, it can be deduced that there exists a connection between grammar and speaking. Grammar serves as a navigational tool for students in forming English sentences to engage in effective communication. Furthermore, grammar aids students in upholding the use of formal language. Enhanced grammatical mastery instills confidence in students, enabling them to communicate verbally. Proficiency in grammatical structure empowers students to articulate effectively, as it grants them insight into the underlying patterns of English sentence construction.

In the other case when students perform speaking, grammar is usually neglected. Some students think that grammar can impede their speaking. Speaking by considering grammar rules will make their speaking limited. It causes they have to think of the grammar rule because they are afraid produce a wrong sentence.

B. Identification of the Problem

Based on the observation of the eighth-semester students of the English Education Study Program UM SUMBAR, In the classroom, a diversity of student profiles can be observed. These categories include students who excel in both grammar and expressive communication, students skilled in grammar but facing difficulties in speaking fluently, students who demonstrate impressive speaking skills despite limited grammar mastery, and those encountering difficulties in both grammar and speaking fluency.

C. Limitation of The Problem

In this research, the researcher focuses on the correlation between grammar mastery and speaking ability. To prevent potential confusion in future

interpretations of this study, the researcher limits the scope of English grammar mastery specifically on tenses (present perfect tense, past continuous tense, and simple future tense), part of speech focus on (noun, verb, adverb, and adjective) and speaking ability focus on grammar, pronunciation, fluency, and vocabulary.

D. Research Question

The researcher has developed the following research questions in considering the previously mentioned context:

“How do the correlation between grammar mastery and speaking ability at the eighth-semester students of the English Education Study Program UM SUMBAR”?

E. The Purpose of the Research

The purpose of this research is to explain the correlation between grammar mastery and speaking ability and the relationship between these two aspects of language proficiency and how they contribute to effective communication.

F. Definition of The Key Terms

1. Grammar Mastery

- a. Grammar: The set of rules and principles that govern the structure of a language, including the arrangement of words and phrases, the formation of sentences, and the use of punctuation and syntax.
- b. Mastery: A high level of skill or proficiency in a particular area, indicating a thorough understanding and command of the subject matter.
- c. Syntax: The set of rules that govern the order and arrangement of words and phrases to form grammatically correct sentences.

- d. Morphology: The study of the internal structure of words and how they are formed, including the use of prefixes, suffixes, and inflections.
- e. Verb Tense: A grammatical category that indicates the time frame of an action or event, such as past, present, or future.
- f. Parts of Speech: The categories into which words are classified based on their grammatical function in a sentence, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

2. Speaking Ability

- a. Speaking: The act of expressing thoughts and ideas through spoken words, sounds, and gestures.
- b. Fluency: The ability to speak a language smoothly, naturally, and with ease, without hesitations or pauses.
- c. Pronunciation: How words are pronounced and the sounds that make up the spoken language.
- d. Intonation: The rise and fall of the voice while speaking, which can convey meaning and emphasis in a sentence.
- e. Vocabulary: The set of words and phrases known and used by an individual in a language.
- f. Communication: The exchange of information and ideas between individuals, which can occur through various means, including spoken language.